R E P O R T R E S U M E S

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PERSONNEL FOR A COMPLETE INSTRUCTIONAL PROGRAM--PRINTED AND NONPRINTED MATERIALS--LIBRARY AND AUDIOVISUAL SERVICES--FOR ELEMENTARY AND SECONDARY SCHOOLS.

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THIS REPORT PROVIDES A CHECKLIST OF JOBS AND RESPONSIBILITIES FOR PERSONNEL IN A COMPLETE INSTRUCTIONAL PROGRAM. THIS SHOULD HELP TO DETERMINE THE STAFF NEEDED FOR A PARTICULAR SCHOOL SITUATION. (MS)

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PERSONNEL for a Complete Instructional Program

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PERSONNEL

for a

Complete Instructional Program

--printed and nonprinted materials

--library and audiovisual services

--for elementary and secondary schools

1964

Division of Instructional Services
George L. Cleland, Director

Curriculum Section
C. C. Rice, Director

prepared by
Harold Caldwell, Audiovisual Consultant

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FOREWORD

A growing conviction among school administrators in Kansas is that their program of audiovisual and other newer media has not developed to the maximum for quality education. With the "knowledge explosion" facing both teachers and students, media and methods must both be updated. This conviction is evidenced by comments in NDEA applications and from other sources.

In the area of instruction, administrators and boards have sought to provide sufficient budget for reasonable and necessary additions to provide both materials and equipment. But what is reasonable and necessary? With a shortage of personnel both library and audiovisual, competent evaluation and recommendations have often been lacking.

Among the primary needs for any instructional program are those of personnel, budget, and time allotment. This report deals with the personnel needed for a complete instructional program, both library and audiovisual. Kansas needs more full-time librarians and audiovisual personnel. Each building needs a librarian and audiovisual coordinator. Whether these functions are performed by the same person, is governed by the size of the system and building. This report seeks to set forth the jobs and responsibilities in a complete program, which should help determine the staff needed for a particular school situation. This report assumes that the teacher is the most important instructional component, but that teachers function best when they have and use the best tools available. Providing teachers the tools and help they need is the role of specialized consultant personnel.

Gerald F. Shoemaker

State Superintendent of Public Instruction

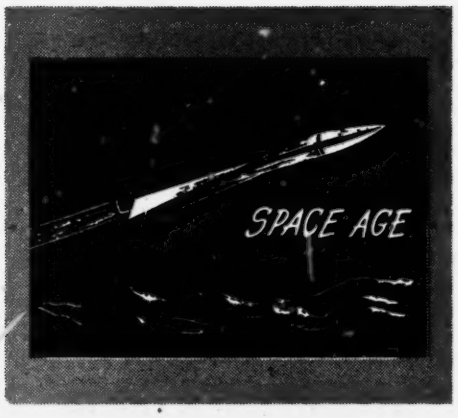
INTRODUCTION

This series of recommendations was adapted from Chapter 3 of the publication The School Administrator and His Audio-Visual Program, published by the Department of Audio-Visual Instruction of the National Education Association. Parts of the chapter were combined, parts were condensed, and new items were added to bring the contents up to date. The most important addition was that of adding printed materials and library responsibilities to the series.

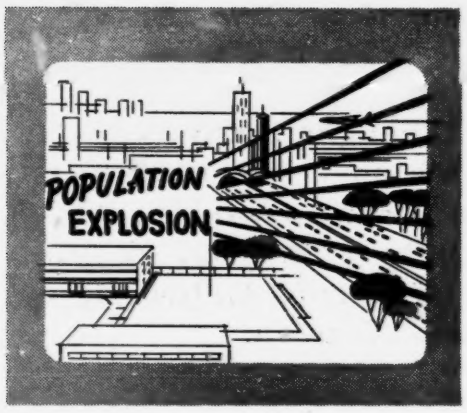
These recommendations were a major consideration of the Kansas State Audiovisual Advisory Committee. Members of the 1963-1964 committee were: Dr. Edgar E. Fielder, Coordinator of Curriculum, Derby; Dr. Owen M. Henson, Principal, Topeka West High School; Harold Hosey, Principal, Elementary Schools, Medicine Lodge; Dr. Robert Lee, Chairman, Department of Library Education, Kansas State Teachers College, Emporia; Ruth Moline, Coordinator of Audiovisual Education, Salina; Jane E. Roether, County Superintendent, Junction City; D. V. Swartz, Superintendent, Great Bend.

Overhead transparency visuals, as pictured throughout this series, are available for borrowing. Originals from which a set may be made, are available from the same source. Administrators wishing to use these visuals for presenting personnel needs to their boards, may borrow them for a short loan period. Please contact Harold Caldwell, State Department of Public Instruction, 801 Harrison, Topeka.

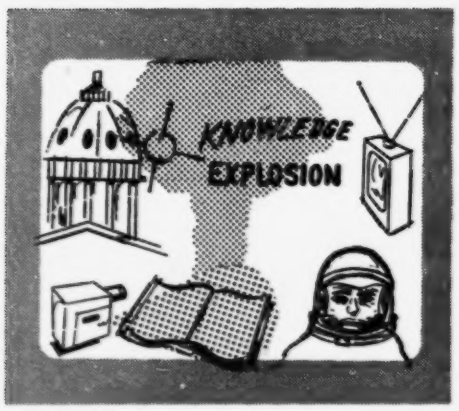
BASIC CONSIDERATIONS



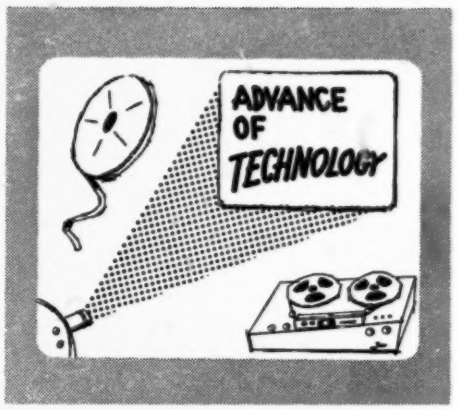
We are in the Space Age, not in the "good old days". We are educating young people who have never known what it is to be without television. They face an uncertain, though fascinating world of probes into both the outer limits of space and the innermost center of the living cell and life itself. In this uncertain world, the most unchanging ingredient is change itself. Young people can meet this challenge if education does its duty with vital learning facilities.



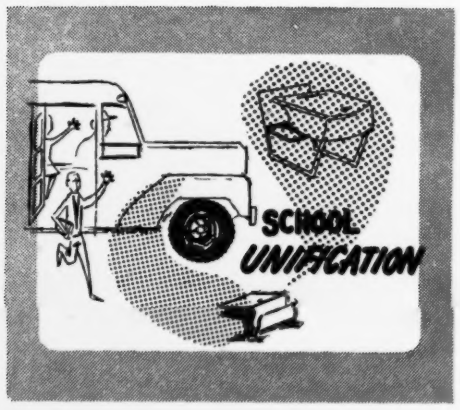
The "explosion of population" is a worldwide phenomenon, but has some counterpart in Kansas. This explosion is due not only to the birthrate, but also to the holding power of the schools. More young people are seeking higher education. More emphasis is being placed on the non-college-bound. Attention is focusing on the dropout. A wide variety of instructional materials and technology is essential to provide for this range of ability and objectives.



The most significant percentage of the "explosion of knowledge" is in the fields of science and engineering. It has been said that a college science graduate, after four years of studying science, knows a smaller percentage of the total body of scientific information than he did when entering as a freshman. Obviously, the urgent need is for brainpower to man the projects anticipated. The school must furnish the instructional materials to develop this brainpower.



The beginning administrator of 1964 might look back at the experience of those administrators now retiring. These retirees of 36-plus years began in the days when the "magic lantern", the silent film projector and the spring-wound record player constituted the educational technology of the day. Then he might look forward 36 years to the year 2000, to the technology envisioned below. Is he getting ready for this change in the classroom and its technology?



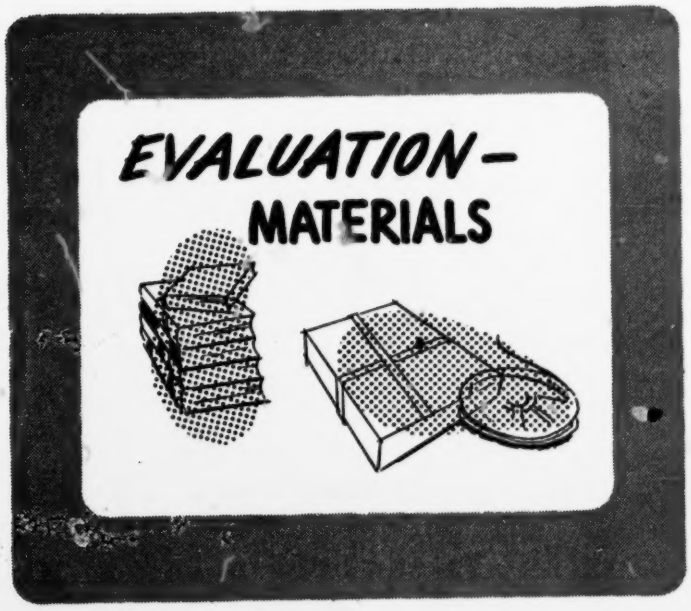
What does all this mean for Kansas? School unification and other educational plans hold much potential. Unification may soon involve 75% of the school enrollment of the state. The resulting plan will bring about larger units, better financial bases, and more comprehensive educational programs. The specialized personnel envisioned in this publication will inevitably follow. Are your audiovisual and library plans being formulated?

SELECTED QUOTES

Dr. Glen Seaborg, Chairman of the U. S. Atomic Energy Commission: "The significant changes in science over the past few decades have equalled all the previous advances since the invention of the wheel. There is no doubt in my mind that the scientific advances during the remaining span of life of today's graduates will greatly exceed the science advances of the entire period of history before today".

David M. Crossman in the article The School of the Year 2000, April 1964 issue of Audiovisual Instruction: "Education, 37 years hence, will be an almost completely non-graded lifetime activity--from birth to death. To the extent feasible, education will take place in the home and will include all family members. To carry out these concepts of education, the physical learning plant of The Year 2000, ... will have two basic components: the Home Learning Console and the Regional Communication Center. Located in the home (or nearly every home) the Learning Console will have two-way full-duplex audio and visual access to the Regional Center. It will permit instant retrieval of all types of printed, audio and video materials stored in the Center. . . . "

SPECIFIC CONSIDERATIONS



EVALUATION -- Materials. Do you have personnel responsible for and capable of evaluating and selecting both audiovisual and library materials?

Materials that fit the local curriculum, with continuity from year to year and from kindergarten through high school or junior college.

A process of selection that involves a wide participation of the staff, with incentives such as released time, paid workshops, or course credits

Careful evaluation as to: accuracy of content, suitable vocabulary, quality of presentation, types of bindings or other physical features, color versus black-and-white, commercial versus "home-made" materials, sponsored versus "educational" materials

Provision for experimental programs such as ungraded classes, team teaching, or new subject-area programs

Materials kept up to date, and unsatisfactory materials weeded out

EVALUATION -- Equipment

Do you have personnel who can direct or perform the important function of purchasing and/or utilizing expensive equipment?

Check equipment as to performance, durability, simplicity of operation, weight, and cost.

Keep up with new equipment constantly being produced, and check it as to its value in the learning process.

ORGANIZATION:

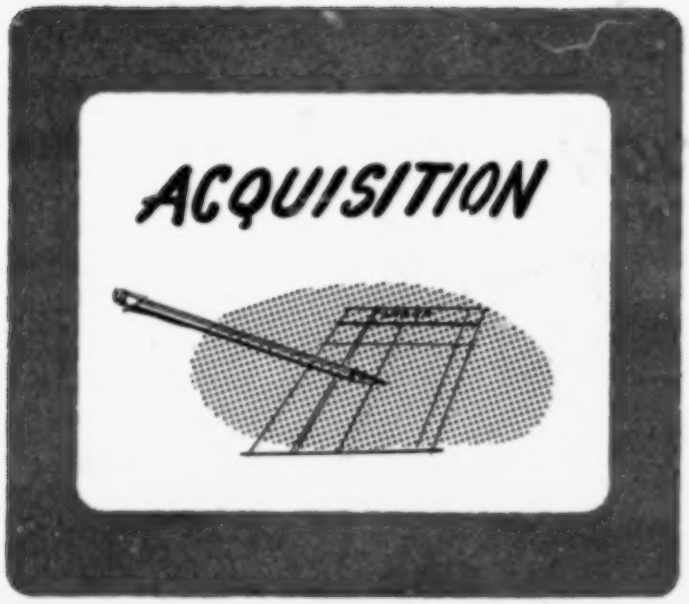
Is personnel provided for organizing facilities and processes in the local school?

Card catalog for printed and non-printed materials

Central processing of materials in systems of over four buildings

Booking and scheduling materials to be circulated

Data processing: more effective organization of cataloging, booking, and ordering; possible regional cooperation



ACQUISITION: Do you have qualified personnel to provide for the following services?

Filing data: catalogs, brochures, committee and individual reports, standard and other authentic lists

Using data from local, state, and national groups and organizations

Providing for rental materials as well as those owned, and setting up criteria for making the decisions

Continuing study of number of copies and titles needed for number of pupils enrolled and for the best learning possible

Simplified ordering procedures for staff, with red tape reduced to the minimum

Consideration of competitive bidding, volume buying, jobber sources, for stretching the budget to the maximum

Cooperative efforts: regional or county film libraries, cooperative data processing, and sharing personnel

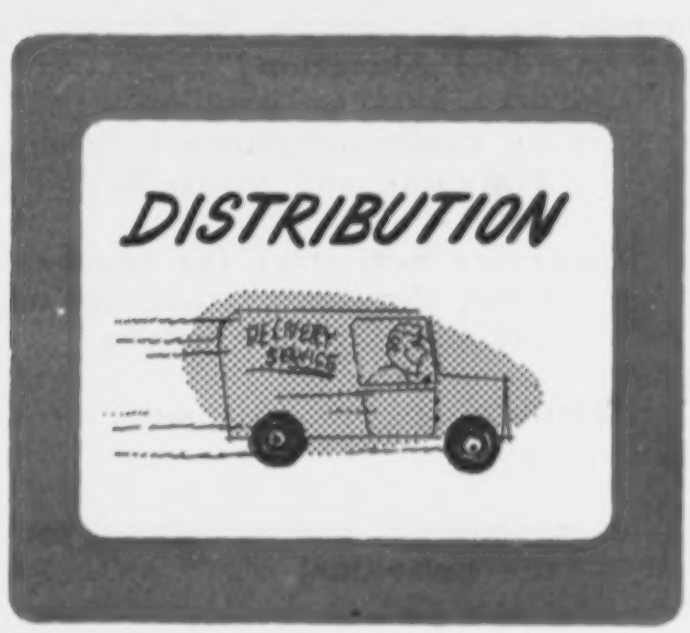
INSPECTION (maintenance):

Are all levels of maintenance and personnel provided for?

Inspection and simple repairs and replacements in each building

More difficult and expensive repair and replacements in the system-wide instructional materials center

Decision-making as to maintenance to be provided by technician; technical staff provided as size of system warrants



DISTRIBUTION:

Is a distribution system provided, including such as the following:

Standardized packaging within the system

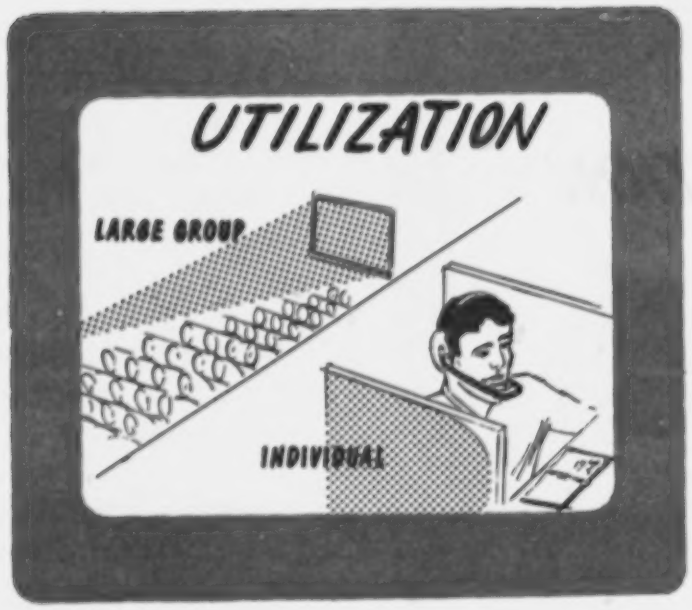
Shipping rental materials in and out

Regular and special deliveries within the system, to relieve professional personnel of such non-teaching assignments

Record-keeping of deliveries and returns, and overdue records and notices

Location of selected materials and equipment in the library or other-materials center in each building

Location of other materials in the system-wide materials center for centralized distribution; policies and plan for long-term loan, flexible exahange, and/or permanent deposit



UTILIZATION: Is help provided for the most effective use of materials and equipment, and to bring about understanding by both staff and board of education?

Set up communications (verbal, visual, auditory) as to materials desirable and available

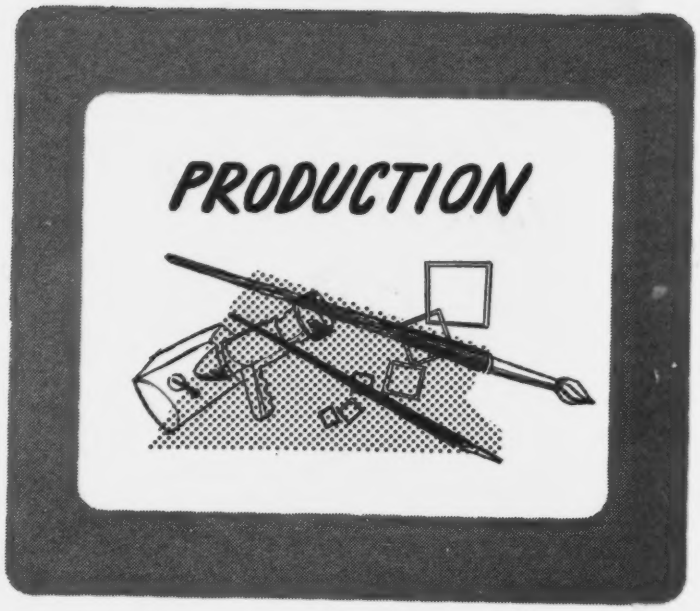
Inservice activities for teachers, in buildings as well as system-wide, for better methods and materials, with credit courses and/or other incentives

Methodology, mass media: team teaching and other mass utilization

Methodology, individualized media: providing for use by and for the individual

Community utilization: work with groups and agencies in the community

Establish varied uses of media with supervisory and administrative staff, and with board of education, INCLUDING THIS OUTLINE WITH VISUALS



PRODUCTION: Are facilities and personnel provided for producing teaching and learning materials not available commercially, or which might be more effective than commercial materials?

Guidelines:

Production Centers on building and/or system-wide basis
Produce materials which fill only a basic curriculum need
Justify production in light of cost and curricular value
Maintain high standards of technical quality, layout, photography, type, style of printing and lettering, use of color

Types:

Tape duplication: centralized as use and size of system warrants
Photo lab: utilize potential of photographic production and duplication
Graphic center: posters, charts, overhead transparencies; teacher-made and/or professional artist-made; student production

INNOVATIONS: Are personnel and time provided for keeping up with new technology, and with experimental use of new media? Is in-service education of staff consistently provided? Is a "pat on the back" or other reward provided for those who put forth the effort for experimentation?

Single-concept films and magazine-loaded projectors
Teaching machines and programed materials
Overhead projection and transparency-making
Reading "machines" and their use in reading instruction
Language lab techniques extended to other subject areas
Sound filmstrips and/or slides with records or tapes
Listening centers with varied auditory materials
Filmstrip viewers or low-powered filmstrip projectors
Magnetic tape and its potential
Polaroid photography, particularly transparencies
Educational television, closed- and open-circuit
Filmed courses in various subject areas
Videotape utilization with narrow tapes
Study carrells and other individual facilities
Tele-Lecture: use of amplified telephone lecture or discussion